

**FITXA IDENTIFICATIVA****Dades de l'Assignatura**

|                      |                        |
|----------------------|------------------------|
| <b>Codi</b>          | 44234                  |
| <b>Nom</b>           | Discurs en els mitjans |
| <b>Cicle</b>         | Màster                 |
| <b>Crèdits ECTS</b>  | 3.0                    |
| <b>Curs acadèmic</b> | 2020 - 2021            |

**Titulació/titulacions**

| <b>Titulació</b>                         | <b>Centre</b>                                  | <b>Curs</b> | <b>Període</b>      |
|------------------------------------------|------------------------------------------------|-------------|---------------------|
| 2196 - M.U. en Estudis Anglesos Avançats | Facultat de Filologia, Traducció i Comunicació | 1           | Primer quadrimestre |

**Matèries**

| <b>Titulació</b>                         | <b>Matèria</b>              | <b>Caràcter</b> |
|------------------------------------------|-----------------------------|-----------------|
| 2196 - M.U. en Estudis Anglesos Avançats | 11 - Discurs en els mitjans | Obligatòria     |

**Coordinació**

| <b>Nom</b>                   | <b>Departament</b>                 |
|------------------------------|------------------------------------|
| BOU FRANCH, AMPARO PATRICIA  | 155 - Filologia Anglesa i Alemanya |
| CABREJAS PEÑUELAS, ANA BELEN | 155 - Filologia Anglesa i Alemanya |

**RESUM**

This subject provides an in-depth analysis of communication through media products or genres, both traditional (press, radio, television, cinema) and in the new digital media (social networks). The expert/non-expert dynamic, the demotic turn, or the view of conflict as a spectacle are media phenomena which are negotiated and expressed through discourse, reflecting the socio-cultural changes in the current Anglophone context. In addition, the study of digital media will involve a review of the social and technological features which constrain digital discourse on, among others, e-mail, Facebook, YouTube or Twitter. Likewise, it will be explained how theories about internet language propelled sociolinguistic and critical analysis studies of digital discourses. Discussions about media products or genres will be linked to social phenomena of English-speaking countries such as globalization, citizen journalism, the new spaces for political discussion, the ideologies of language, youth culture, conflict and the discursive processes of affiliation and disaffiliation in relation to the construction of social identities of gender, ethnicity, class or political affiliation.



## **CONEIXEMENTS PREVIS**

### **Relació amb altres assignatures de la mateixa titulació**

No heu especificat les restriccions de matrícula amb altres assignatures del pla d'estudis.

### **Altres tipus de requisits**

## **COMPETÈNCIES**

### **2196 - M.U. en Estudis Anglesos Avançats**

- Capacitat per a comprendre, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau, aquells conceptes, principis, teories o models relacionats amb els distints camps dels Estudis Anglesos.
- Capacitat per a conèixer, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau, la metodologia necessària per a la resolució de problemes propis de l'àrea dels Estudis Anglesos.
- Capacitat per a presentar en públic experiències, idees o informes dins de l'àrea dels Estudis Anglesos, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau.
- Capacitat per a emetre juís en funció de criteris, de normes externes o de reflexions personals per al que serà necessari aconseguir un domini suficient del llenguatge acadèmic i científicotècnic en anglés tant en el seu vessant escrita com oral.
- Capacitat per a realitzar treballs d'investigació de caràcter acadèmic en els distints àmbits dels Estudis Anglesos.
- Capacitat per a reconèixer les metodologies i teories, així com els temes, principis terminològics, teòrics, formals i ideològics fonamentals per a la introducció a la investigació lingüística o literària en l'àrea d'Estudis Anglesos.
- Capacitat per a interpretar i analitzar textos representatius de la pluralitat lingüística i cultural de les societats anglòfones contemporànies a fi de reflexionar sobre la seua rellevància, no sols en referència als contextos sociolingüístics, històrics, polítics i culturals en els que s'inscriuen, sinó també en relació amb la globalització de la cultura, dins dels Estudis Anglesos.
- Capacitat per a aplicar i integrar les destreses i els coneixements teòrics adquirits sobre les distintes ferramentes disponibles tant en suport imprés com a informàtic (TIC) a fi de realitzar una anàlisi crítica pròpia i rigorosa, dins dels Estudis Anglesos.
- Capacitat per a aconseguir autonomia progressiva en l'aprenentatge, busques pròpies de recursos i informació, accedint per a això a fonts bibliogràfiques i documentals sobre els distints àmbits que conformen els Estudis Anglesos.
- Capacitat per a organitzar, estructurar i desenrotllar les idees en variats tipus de documents acadèmics, de major o menor envergadura: des de l'assaig, l'informe tècnic, el comentari crític, fins al plantejament inicial que ha de subjaure a un treball d'investigació de més ampli calat com és la realització d'un Treball Fi de Màster, dins dels Estudis Anglesos.



## RESULTATS DE L'APRENTATGE

1. To be familiar with the discursive idiosyncrasies of different media genres or products.
2. To identify the reasons behind the social impact of these sorts of products or genres.
3. To develop a critical ability to analyse public participation in the media.
4. To identify the social and technological factors that have an influence on digital discourse.
5. To gain an in-depth knowledge of the discursive characteristics of online communication.
6. To gain an in-depth knowledge of the discursive characteristics of advertising on television.

## DESCRIPCIÓ DE CONTINGUTS

### 1. Introducing digital discourse studies

Language, linguistics, society and technology  
Discourse in the digital media: key notions and debates  
Computer-mediated communication theories

### 2. Social media discourses, genres and identities

Identity, community building and genres  
Conflict on social media

### 3. Ideology in the social media

Conflict and ideology on social media  
The sociolinguistics of gender and race construction on the Internet

### 4. Online communication and culture

Truthfulness and access in online communication  
Culture and webs of significance

**VOLUM DE TREBALL**

| ACTIVITAT                                         | Hores        | % Presencial |
|---------------------------------------------------|--------------|--------------|
| Classes de teoria                                 | 24,00        | 100          |
| Assistència a esdeveniments i activitats externes | 8,00         | 0            |
| Elaboració de treballs individuals                | 3,00         | 0            |
| Estudi i treball autònom                          | 8,00         | 0            |
| Lectures de material complementari                | 10,00        | 0            |
| Preparació d'activitats d'avaluació               | 10,00        | 0            |
| Preparació de classes pràctiques i de problemes   | 6,00         | 0            |
| Resolució de casos pràctics                       | 6,00         | 0            |
| <b>TOTAL</b>                                      | <b>75,00</b> |              |

**METODOLOGIA DOCENT**

TM1- Introduction of theoretical content through lectures, with IT support where relevant

TM2- Pair or group work

TM3- Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries)

TM5- Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres)

TM6- Individual paper (design and development of a project for its oral or written presentation)

TM8- Oral presentation of individual paper with audiovisual support

**AVALUACIÓ**

Assessment breakdown for first call:

Assessment of class attendance and active participation: 20 % (SE1)

In-class assessment of competences through written and/or oral tests and/or projects: 80% (SE2 + SE3)



Assessment breakdown for second call:

Students who fail this subject can opt to 100% of the grade through written tests and/or projects if they attended classes.

Students who did not attend classes will have to elaborate a written project and take a test.

Please note that **plagiarism** will not be tolerated; it is a serious academic offence. Any student who is found to have committed plagiarism in his/her work for the course will face serious consequences, which **will lead to failing the whole subject**.

## REFERÈNCIES

### Bàsiques

- Androutsopoulos, J., & Juffermans, K. (Rds.) (2014) Special Issue: Digital Language Practices in Superdiversity. *Discourse, Context & Media*, 4/5: 1-120.
- Bou-Franch, P., & Garcés-Conejos Blitvich, P. (Eds.) (2019). *Analyzing Digital Discourse: New Insights and Future Directions*. Cham: Palgrave Macmillan.
- Bou-Franch, P., & Garcés-Conejos Blitvich, P. (Eds.) (2014). Special Issue: The pragmatics of textual participation in the social media. *Journal of Pragmatics*, 73.
- Bou-Franch, P., & Garcés-Conejos Blitvich, P. (2014). Gender ideology and social identity processes in online language aggression against women. *Journal of Language Aggression and Conflict*, 2:2, 226-248
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Cabrejas-Peñuelas, A.B. (2015). Manipulation in Spanish and American pre-electoral debates: the Rajoy-Rubalcaba and Obama-McCain debates. *Intercultural Pragmatics* 12 (4): 515-546.
- Cabrejas-Peñuelas, A.B. (2017). Manipulation as an ideological tool in the political genre of Parliamentary debates. *Pragmatics Quarterly* 27 (2): 207-234.
- Culpeper, J. (2005). Impoliteness and entertainment in the television quiz show: The Weakest Link. *Journal of Politeness Research*, 1(1):35-72.
- Eelen, G. (2001). *A Critique of Politeness Theories*. Manchester: St Jerome.
- Georgakopoulou, A., & Spilioti, S. (Eds). *The Routledge Handbook of Language and Digital Communication*. London: Routledge.
- Herring, S. C. (2001). Computer-mediated discourse. In D. Schiffrin, D. Tannen & H. Hamilton (Eds.), *The Handbook of Discourse Analysis* (pp. 612-634). Oxford: Blackwell.
- Herring, S. C. (2007). A faceted classification scheme for computer-mediated discourse. *Language@internet* 4.
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- Jones, R. H., Chik, A., & Haffner, C. A. (Eds.) (2015). *Discourse and Digital Practices: Doing Discourse Analysis in the Digital Age*. Routledge.



- Locher, M. A., & Watts, R. G. (2005). Politeness theory and relational work. *Journal of Politeness Research*, 1:9-33.
- Page, R. et al. (2014). *Researching language and social media: Student guide*. Routledge.
- Seargeant, P., & Tagg, C. (Eds.). *The Language of Social Media: Identity and Community on the Internet*. Basingstoke: Palgrave Macmillan.
- Thurlow, C., & Mroczek, K. (Eds.) (2011). *Digital Discourse: Language in the Media*. Oxford: Oxford University Press.

### **Complementàries**

- Androutsopoulos, J. (2008). Potentials and limitations of discourse-centred online ethnography. *Language@Internet*, 5, article 8. <http://www.languageatinternet.org/articles/2008/1610>
- Androutsopoulos, J., & Beisswenger, M. (2009). Introduction: data and methods in computer-mediated discourse analysis. *Language@Internet* 5.
- Bou Franch, P. (2011). Openings and closings in Spanish email conversations. *Journal of Pragmatics*, 43: 1772-1785.
- Bou-Franch, P. (2013). Domestic violence and public participation in the media: The case of citizen journalism. *Gender & Language*, 7, 3.
- Bou-Franch, P., & Garcés-Conejos Blitvich, P. (2014). Conflict management in massive polylogues: A case study from YouTube. *Journal of Pragmatics*,
- Bou-Franch, P., Lorenzo-Dus, N., & Garcés-Conejos Blitvich, P. (2012). Social interaction in YouTube text-based polylogues: a study of coherence. *Journal of Computer-Mediated Communication*, 17, 4, 501-521.
- Culpeper, J. (2011). *Impoliteness: Using language to cause offense*. Cambridge University Press.
- Herring, S.C. Stein, D, Virtanen, T. (Eds.) (2013). *Pragmatics of Computer-Mediated Communication*. Berlin: Walter de Gruyter.
- Hutchby, I. (2001). *Conversation and Technology*. Cambridge: Polity Press.
- Hutchby, I. (2014). Communicative affordances and participation frameworks in mediated interaction. *Journal of Pragmatics*, 72, 8689.
- Kress, Gunther and Theo van Leeuwen. 2001. *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London: Arnold.
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- Martin, J.R. & P.R.R. White 2005. *The Language of Evaluation. Appraisal in English*. Basingstoke: Palgrave/Macmillan.
- Tannen, D. & Trester, A.M. (2013). *Discourse 2.0: Language and New Media*. Washington, DC: Georgetown University Press.
- Yus, F. (2011). *Cyberpragmatics 2.0*. Amsterdam: John Benjamins.



## ADDENDA COVID-19

Aquesta addenda només s'activarà si la situació sanitària ho requereix i previ acord del Consell de Govern

### BLENDED TEACHING

#### 1. Contents

Same contents as in the original teaching guide

#### 2. Workload and teaching schedule

Same workload and teaching as in the original teaching guide

#### 3. Teaching method

Theoretical and practical classes + synchronous video conference through BBC

Theoretical and practical in-person classes + asynchronous video conference through BBC

Theoretical and practical in-person classes + materials published on AV

TM1- Introduction of theoretical content through lectures, with IT support where relevant

Theoretical and practical in-person classes + audiovisual presentations

Theoretical and practical in-person classes + tasks on AV



TM3- Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries)

TM5- Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres)

TM6- Individual paper (design and development of a project for its oral or written presentation)

TM8- Oral presentation of individual paper with audiovisual support

Theoretical and practical in-person classes + forum debates on AV

TM2- Pair or group work

Theoretical and practical in-person classes + office hours through video conference

#### **4. Assessment**

##### **1. Assessment breakdown for first call:**

Assessment of class attendance and active participation: 20 % (SE1)

In-class assessment of competences through written and/or oral tests and/or projects: 80% (SE2 + E3)

In class-assessment and attendance can be mediated by technology.

##### **2. Assessment breakdown for second**

Students who fail this subject can opt to 100% of the grade through written tests and/or projects if they attended classes.



Students who did not attend classes will have to write a project and take a test.

## **5. References**

Reference list is the same because references are accessible

## **DISTANCE TEACHING/LEARNING in case of CoVid emergency leading to new lockdown**

### **1. Contents**

Same contents as in the original teaching guide

### **2. Workload and teaching schedule**

Same workload and teaching as in the original teaching guide

### **3. Teaching method**

1. Materials published on AV
2. Tasks on AV
3. Synchronous video conference through BBC
4. Asynchronous video conference through BBC
5. Audiovisual presentations



6. Forum debates
7. Academic projects
8. Office hours through video conference
9. Others

Corresponding teaching methodologies: TM1, TM2, TM3, TM5, TM6, TM8

#### **4. Assessment**

1. Assessment breakdown for first call:

Assessment of online class attendance and active participation (online): 20 % (SE1)

Online in-class assessment of competences through written and/or oral tests and/or projects (online): 80% (SE2 + E3)

2. Assessment breakdown for second

Students who fail this subject can opt to 100% of the grade through online written tests and/or projects if they attended online classes.

Students who did not attend classes will have to elaborate a written project and take an online test.

#### **5. References**

Reference list is the same because references are accessible